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ABSTRACT

In summer 1983, the Howard County Employment Planning Council, Howard Community College, and several other county agencies and businesses joined forces in a countywide planning activity designed to identify important employment trends in the county and to define the need for training and retraining programs in response to those trends. A survey was mailed to 1,642 employers in Howard County, and all respondents were invited to participate in follow-up discussion meetings. Study findings, based on responses from 16% of the firms surveyed, included the following: (1) over 50% of the responding firms had 10 or fewer employees; (2) of the 15,681 employees represented by the sample, two-thirds were employed by the larger businesses; (3) within the workforce represented by the sample, 15% of the employees were in clerical occupations, 13% were in scientific-engineering occupations, 12% were in assembly occupations, and 9% were in management-related jobs; (4) the five occupations considered most critical to the long-range growth of the industries were management-related jobs, sales, clerical jobs, and computer and office equipment operations; (5) the majority of the employers saw skills in working with people as more important than data skills (e.g., computing, compiling and analyzing) and "thing" skills (e.g., tending, manipulating, and operating); (6) 73% of the respondents said that computerization and automation were the major technological changes which would affect their industry; and (7) the major training needs were seen in high technology, electronic data processing, office automation, and computers. The study report includes information on Howard County training and education resources for business and residents. (LAL)

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HOWARD COUNTY EMPLOYER SURVEY 1983-1984

FINAL REPORT **MAY 1984**

BY SUSAN K. RADCLIFFE AND
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HOWARD COUNTY EMPLOYMENT PLANNING COUNCIL

JC 850 581

HOWARD COUNTY EMPLOYER SURVEY 1983-1984

FINAL REPORT **MAY 1984**

HIGHLIGHTS

- *Employment Planning Council conducts first survey of county employers*
- *Over 50% of the surveys were completed by CEO's or owners*
- *People skills seen as most critical even in this high tech era*
- *Trends: Computers, computers, computers*
- *More unemployment not expected as result of technological changes*
- *Top training priorities: high tech plus people and basic skills*
- *Sales: Critical to long-range growth of industry, but controversial occupation*
- *Five other critical occupations identified*
- *New challenges directed toward county educators and training professionals*
- *Increased communication among business leaders, educational community and county agencies as result of survey*

Tom Goodman

A Message from the County Executive

Emerging technologies and changing occupational skills make a continuing evaluation of current and future employment trends imperative from a business, individual and public perspective.

The 1983 Howard County Employer Survey was designed to analyze current occupations in the County and to begin to project occupational requirements of the future. With this information, residents can be trained in the ever changing occupations so that the local business community can continue to feel confident that trained personnel will be available to meet projected future demands.

A local, qualifed labor force is important, but of equal value is training in good work habits and communication skills. We must combine our efforts and work together to train the potential workforce in all facets of employment development to meet the demands of the emerging occupations.

The 1983 Howard County Employer Survey, sponsored and developed by the Howard County Employment Planning Council, is an excellent example of maximum resource utilization and coordination between public agencies and of public/private joint efforts. The Howard County Employment and Training Center, Howard Community College, Howard County Department of Education and the Greater Howard County Chamber of Commerce have all joined in this endeavor through their association on the Employment Planning Council.

I will continue to work with the Employment Planning Council and the business and education communities to prepare Howard County for the future.

J. Hugh Nichols

J. Hugh Nichols
County Executive

HOWARD COUNTY EMPLOYMENT PLANNING COUNCIL

HOWARD COUNTY EMPLOYER SURVEY 1983-1984

By
Susan K. Radcliffe and
Lawrence A. Nespoli

HOWARD COUNTY EMPLOYMENT PLANNING COUNCIL

Quent Kardos

The Business Community

William D. Boden
The Rouse Company

Robert Cardoni
Greater Howard County Chamber of Commerce

Harvey Caras
General Electric Company

Jackie Dewey
Columbia Association

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Feigen Associates

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McDonald's Restaurants

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Howard County Citizen Services

Harold Ross
Maryland Department of Employment and Training

Quent Kardos

Community at Large

Leister Graffis
Citizen Representative

Priscilla Hart
Association of Community Service

Virginia Matthias
Careerscope

General George Price
Maryland Vietnam Veterans Leadership Program

Howard Tucker
Community Action Council

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Employment Planning Council Survey Committee

Coordination, Implementation and Support of Project
- Bill Boden
- Frank Collins
- Albert Ford
- Michael Hickey
- John Myers
- Susan Radcliffe
- Ellen Tobin
- Sandy VanOosten

Howard Community College

Support of Project and Hosting Discussions
- Dwight A. Burrill

Design, Implementation and Analysis of Project

Mailing of Surveys and Data Entry

Design of Final Report

Typesetting of Final Report

Photographs

Howard County Department of Education

Printing of Final Report

Howard County Employment and Training Center

Funding and Coordination

Howard County Public Information Office

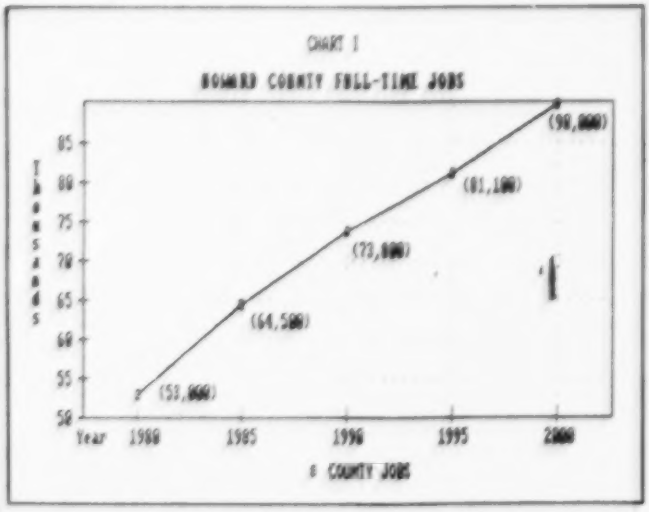
Photographs and Consultation

The Rouse Company

Mailings to Respondents and Discussion Participants, and Support of Project

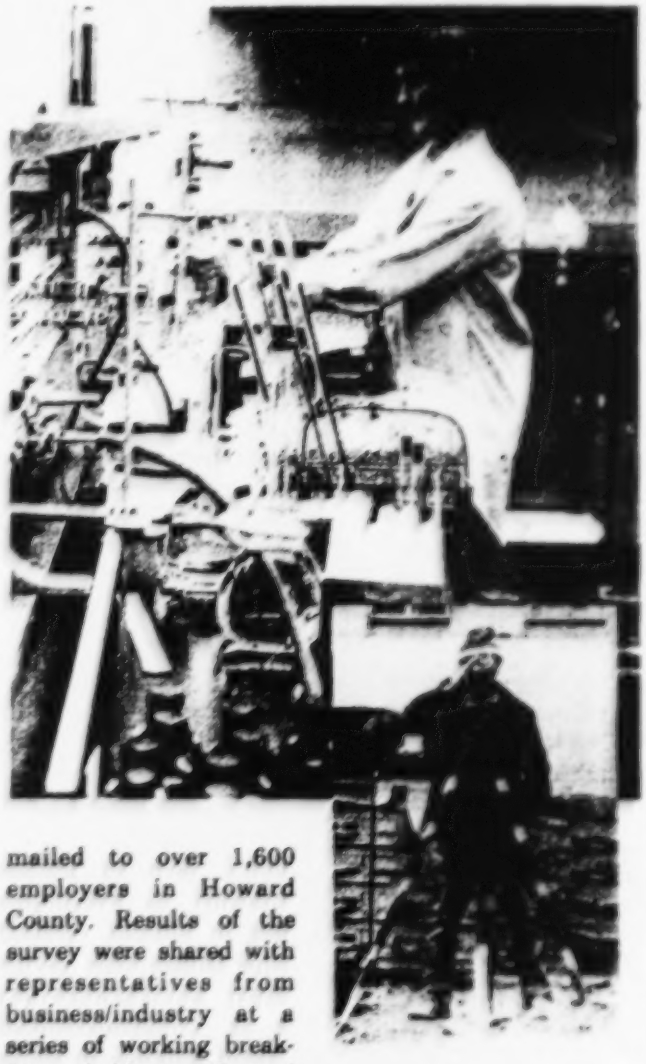
PLANNING FOR A TRAINED WORKFORCE

In 1980, there were approximately 53,000 full-time jobs in the Howard County workforce. That number is expected to reach 90,000 by the year 2000 with most of the growth occurring in trade (wholesale and retail), service, and government occupations. Conversely, the percentage of manufacturing jobs in the county economy is projected to drop to ten percent from its current level of 13 percent and peak of 20 percent in 1970, although actual numbers of manufacturing jobs will increase slightly.



County officials and the Greater Howard County Chamber of Commerce are pursuing an aggressive economic development program to attract new businesses and industries to the county and to assist current businesses including expansion efforts. At the same time, leaders from government, education, and business/industry are putting into place a human resources development program to ensure that a qualified workforce exists in the county in support of the planned economic development activities. Studies have consistently shown that the key factor in attracting business/industry to a new area is the availability of a trained and highly skilled workforce.

In Summer 1983, the Howard County Employment Planning Council, Howard County Employment and Training Center, Howard Community College, the Howard County Department of Education, and the Greater Howard County Chamber of Commerce joined forces to spearhead a county-wide planning activity designed to identify important employment trends in the county and to define the need for training and re-training programs in response to those trends. A survey was



mailed to over 1,600 employers in Howard County. Results of the survey were shared with representatives from business/industry at a series of working breakfasts held at Howard Community College in November and December.

The first Howard County Employer Survey was a unique venture involving a cooperative effort among various county agencies and groups. The survey was sponsored by the Howard County Employment Planning Council, an advisory body to the County Executive and to the Employment and Training Center (Department of Citizen Services). It is composed of members of the business community, the educational and training community, and the community at large. The actual work of the survey involved not only the Employment Planning Council but the Employment and Train-

ing Center, the Howard County Department of Education, the Greater Howard County Chamber of Commerce and Howard Community College.

The Employment Planning Council exists to help identify employment and training needs in the county and helps to bring qualified applicants and jobs together. The emphasis is placed on the unemployed, the under-employed and recent graduates of local educational institutions.

Consistent with the purposes of the Planning Council, the survey itself started out with several guiding research questions.

1. General information concerning size and type of industry.
2. What kinds of occupations exist in Howard County and what occupations will exist in the future?
3. Which occupations are most critical to the long-term growth of Howard County industry?
4. What skills are needed to perform these important jobs?
5. What kind of training programs will be needed by Howard County industries, and who will provide this training?
6. What technological changes are expected in Howard County industries, and how will these changes affect employment?

WRITTEN SURVEY COMBINED WITH DISCUSSION MEETINGS

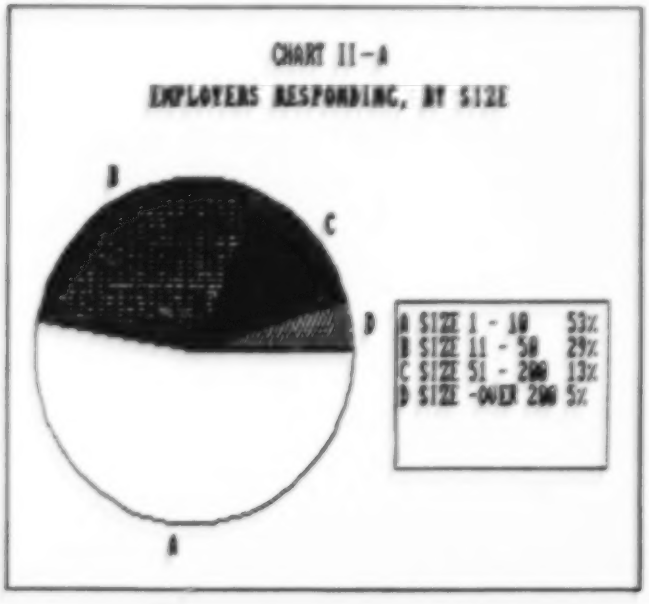
Initially, two major efforts were planned to answer these questions. The first effort involved a written survey developed jointly by Howard Community College's Office of Institutional Research and the Employment Planning Council.

The written questionnaire was sent out to 1,642 employers in a list provided by Howard Community College's Business and Industry Division, the Greater Howard County Chamber of Commerce, and the Economic Development Office. Letters went out from County Executive J. Hugh Nichols with follow-up letters from Dwight Burrill, President of Howard Community College, and follow-up reminder cards from the Howard Community College Research Office. Sixteen percent which is a valid sample of those surveyed responded (258 employers). The Research Office analyzed the results with the initial six major research questions in mind.

The plan was to supplement the results of the written survey by a series of discussions with the respondents. The series of discussions provided the opportunity for face-to-face communication with employers. These two efforts combined the objective data and the personal insight of employers to give the most balanced picture possible.

While the list developed was comprehensive, the sample was not truly random. Therefore, people should not use the results to predict precise numbers of employees in county businesses. However, the results can be used to suggest the kinds of employees needed by county businesses and the major trends foreseen by industries. This is the kind of use that the Employment Planning Council had in mind.

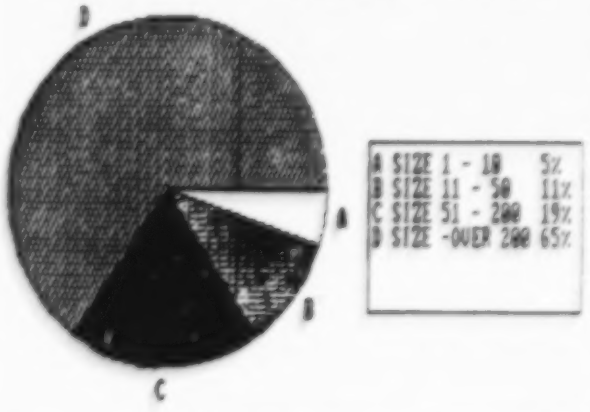
In order to see whether our samples appeared to be generally representative, the sizes of businesses and also the types of industries were examined. All sizes of businesses were represented by the sample, from businesses with only one employee to the larger businesses of



over 200 (as many as 2600) employees. Small businesses predominated; over 50 percent of the respondents had ten or fewer employees. Another 17 percent were in the 11 to 20 employee category. As one would expect, larger businesses represented a larger proportion of the employees in the sample. Of the 15,681 employees in the sample, two-thirds were employed by the larger businesses. It might be useful to note that over 50 percent of the responses received were completed by the chief executive officers, owners or general managers. Many were also completed by other senior level management personnel.

CHART II-B

NUMBER OF EMPLOYEES, BY SIZE OF EMPLOYER



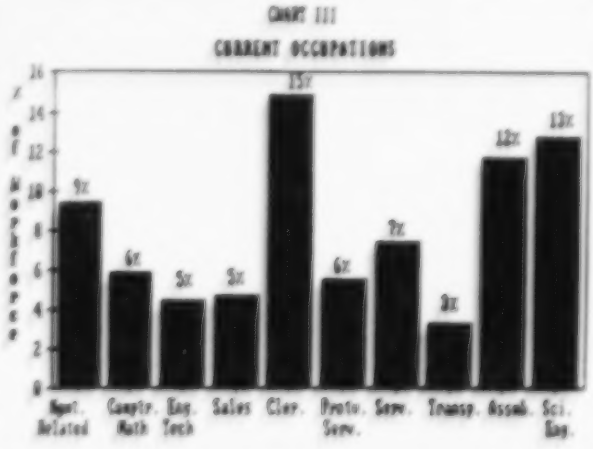
The Greater Howard County Chamber of Commerce's list of types of industries was used to determine the representativeness of the sample by industry type. It is important to note that every type of industry on the Chamber list was included in our sample. In fact, categories were added to the list to encompass all responding industries. Technical and high-tech industries were of particular interest to the Planning Council.

Employees' Occupations

Part Two of the questionnaire asked employers to show how their current employees are distributed among a group of 22 occupations. The 22 occupations focused on jobs related to the Planning Council's interests: the unemployed, the under-employed, and recent graduates. The 22 occupations include: management related occupations such as accountants and auditors, computer and math occupations, registered nurses, artists and performers, health technicians, engineering technicians, science technicians, other technicians, sales occupations, insurance securities and real estate occupations, clerical occupations and supervisors, computing and office equipment operations, protective service occupations, service

CHART III

CURRENT OCCUPATIONS



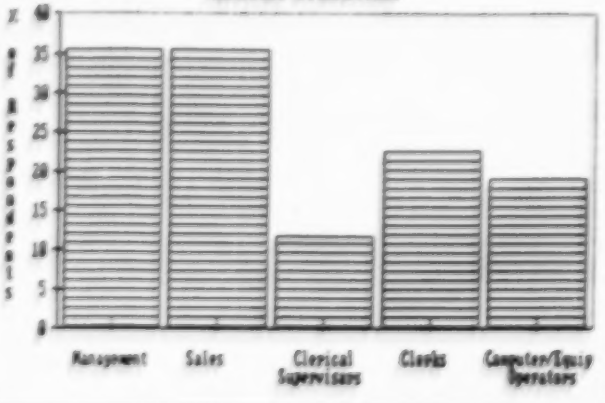
occupations (this includes food, personal, building and health service), construction trades, transportation and material moving occupations, mechanics and repairers, precision production occupations, fabricators and assemblers, and others. Employers were asked to identify the numbers of employees in these occupations so that the percentage of the total sample workforce in each of the 22 occupations could be determined (see Chart 3).

employers identify occupations critical to long range growth . . .

After employers had identified the occupational distribution, we asked them to identify the occupations which they considered most critical to the long range growth of their industries. The following five were identified: sales, management-related jobs, clerical jobs, computer and office equipment operations (see Chart 4).

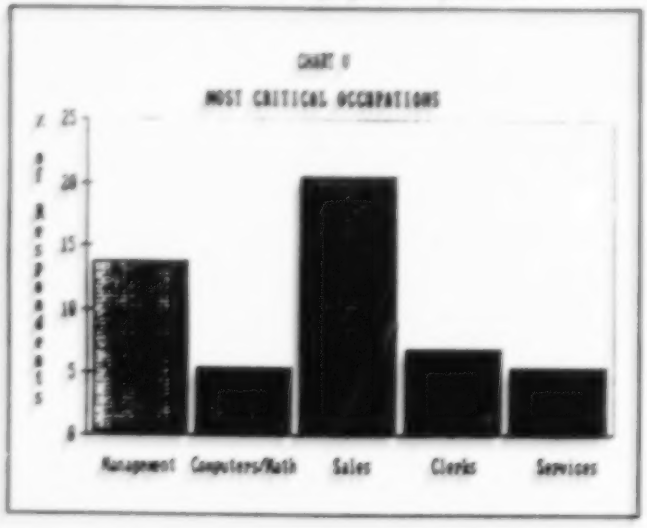
CHART IV

CRITICAL OCCUPATIONS



Employers were then asked to identify the *one most* critical occupation. Chart 5 shows the five included in this group.

A total of six critical occupations emerged:
- Sales
- Management-related jobs
- Clerical occupations
- Computer and math occupations
- Computer and office equipment operators



Skills Needed for Critical Occupations

Part Three of the written survey focused on the kinds of skills needed by employers. In order to help employers get a conceptual handle on skills, three skill categories were identified: data, people and things. These are derived from the U.S. Department of Labor's Dictionary of Occupational Titles (DOT).

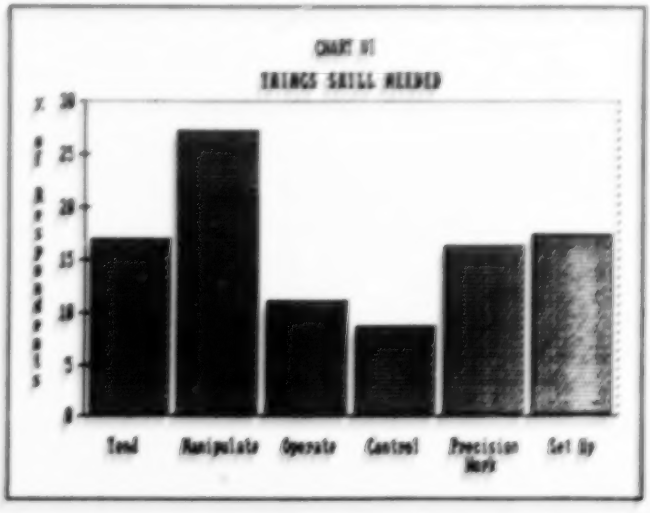
Within each of the three categories (data, people, things) is a series of more specific skills. Under the general category of data skills are listed the more specific skills of copying, computing, compiling, analyzing, coordinating and synthesizing, ranging from the simple to the more complex. Within the category of people skills, in the order of increasing complexity, are: serving (attending to people's needs), speaking, persuading, supervising, instructing, negotiating and mentoring (advising). Within the "things" skills area the specific categories are: tending, manipulating, operating, controlling, precision work and setting up.

Survey respondents were asked to identify the most important skill within each of the three major categories. Then they were asked to go back and identify the one skill that appeared to be the *very* most important of those checked. The goal was to find out which of the three major categories appeared to be most important to employers, and also the relative importance placed on different skills within each of three categories.

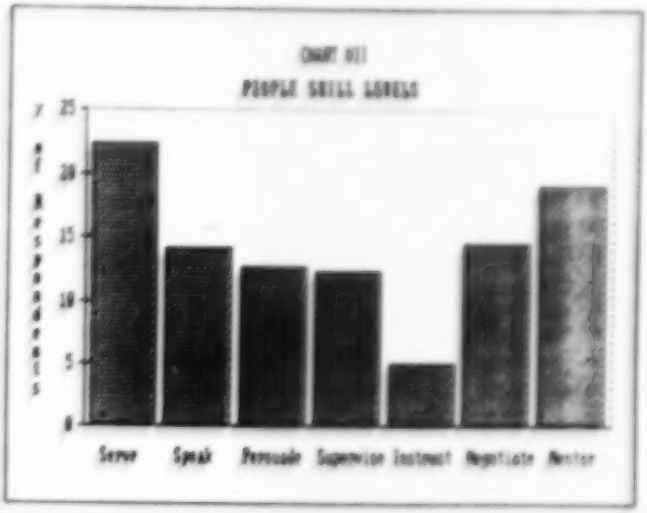
Quent Kardos

people skills seen as most important

The majority of the employers responding to the survey saw skills in working with people as the most important of the three skill areas, followed by data skills and then "thing" skills (see Chart 6). One of the most interesting results of the survey is that in these times of high-tech and rapid technological change, the skills needed to work with people have not lost their importance. In fact, they may have gained in importance and this, of course, is consistent with national trends highlighted in publications such as John Naisbitt's *Megatrends*.



Within each of the three skill categories the relative importance of the specific skills were analyzed. Within the "people" category, employers emphasized the skills at each extreme of the scale. That is, the majority of the employers picked either serving people, which is at the less complex end of the scale, or mentoring people, which is at the most complex end of the scale. They saw as almost equally important the ability to attend to the needs of people and to advise or mentor other people at a rather high level.



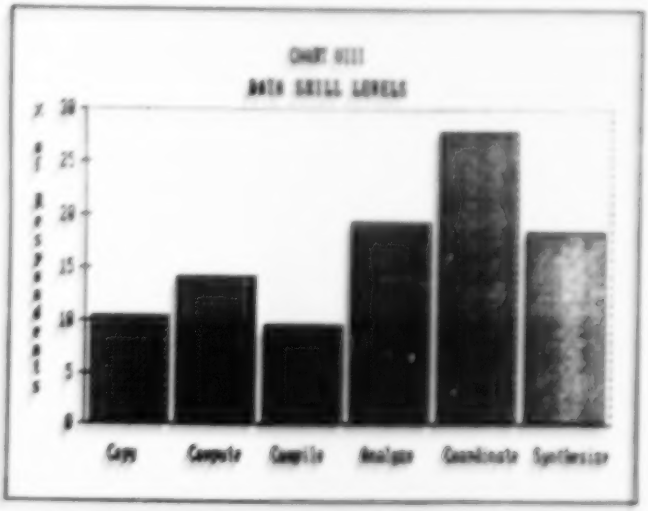


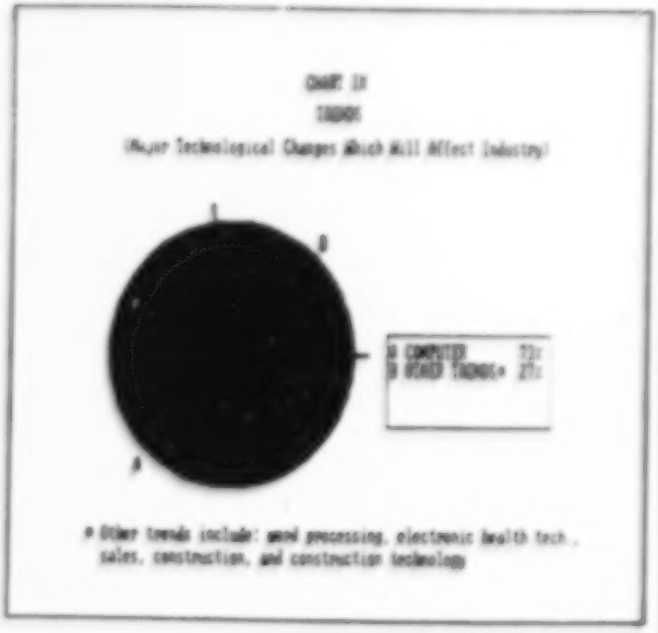
Chart 8 shows that within the area of "data" skills the most important specific skill was coordinating data, which is near the top of the scale of complexity. Also important were analyzing and synthesizing data.

These findings about the skills needed for critical occupations were highlighted and emphasized by employers who participated in the discussions. They affirmed the survey's findings about the relative importance of skills in working with people.

TRENDS: COMPUTERS, COMPUTERS, COMPUTERS

The open-ended questions provided some very interesting data concerning technological changes and training needs. In Question Two of the survey, employers were asked to identify the important technological changes in their industry and how these changes would affect employment. Seventy-three percent of those who responded to Question Two* concerning technological changes said that computerization and automation were the major technological changes which would affect their industry.

Since this was an open-ended question, the responses varied widely. Some employers wrote "COMPUTERS!" while others mentioned very specific kinds of computer applications. Specific applications included: medical computers, microcomputers, robotics, computer assisted design and computer assisted manufacturing (CAD/CAM), electronic communications, electronic and computer maintenance, automotive computerization, and office automation. Others mentioned included: word processing, electronic health technology, sales needs, construction and construction technology. It should be noted that the findings on trends were consistent across industry sizes—that larger employers (who accounted for most of the employees) projected the same kinds of trends as did the overall sample.



* Other trends include: word processing, electronic health tech., sales, construction, and construction technology

*Over 60 percent (152) responded to the open-ended questions.

County Employers Do Not Expect More Unemployment as a Result of Technological Changes

What was surprising to some people was that the respondents to the survey did not expect increasing technology to decrease their need for new employees. Twenty-seven percent expected increases in staff as a result of technological change. Most of the respondents, however, did expect to have rising competency requirements for existing and new employees in order to deal with the technological changes.

High-Tech Training

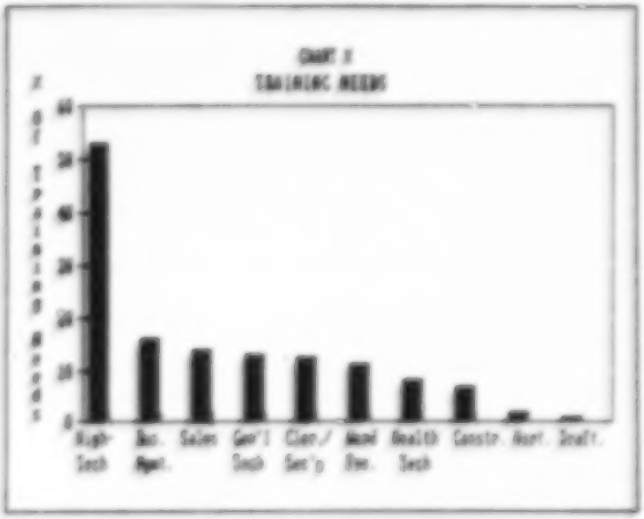
Not surprisingly, the major training needs are also in these same categories: high-tech, electronic data processing, office automation and computers were the major areas where employers saw a need for training. Fifty-three percent had training needs in these categories or in the general category of automation.

As in the question on technological changes in their industries, many employers mentioned specific kinds of training needs within the general area of automation and computerization. Some of these specific applications included programming, systems analysis, CAD/CAM, microcomputer use, computer service and maintenance, automotive technology, computer operations, interpretation of computer results, word processing and health technology.

People and Basic Skills-Training Needed

One of the surprising responses to the questions on training needs was in the area of people and basic skills. People skills were seen as the most important of the three skills listed in our section on skills needed for critical occupations. In fact, twenty percent of the respondents volunteered comments about people skills and basic skills in this open-ended question on training. The people skills category included such things as courtesy, friendliness, and honesty. Basic skills included reading, writing, computation, as well as positive attitude and a sense of responsibility.

Many other training needs were emphasized by the 157 respondents who answered open-ended questions. Of those, 53 percent mentioned needs for high-tech and computer kinds of training, 20 percent mentioned needs for training in people and basic skills, 16 percent saw a need for training in business management, 14 percent in sales, 13 percent in general technical areas, 12.5 percent in clerical/secretarial, 11 percent in word processing, 8 percent in health technology, 7 percent in construction technology, 2 percent in horticulture, and 1 percent in drafting.



DISCUSSIONS ADD INSIGHT TO SURVEY RESULTS

After the results of the written survey were analyzed, all of the respondents were invited to participate in discussion meetings. Six sessions were held during November and December at Howard Community College in the Art Gallery.

Susan Radcliffe, Coordinator of Institutional Research at Howard Community College, presented the results of the survey to the employers. Moderators led the employers in a discussion asking them to react to the findings of the survey and to add further insight. It was hoped that verbal comments would provide some verification for the written results and also add depth. This turned out to be very much the case. Employers appeared to be willing and eager to participate in the discussions and added their genuine insights. This was one of the most valuable aspects of the survey.

Quest Kardex

People Skills and Basic Skills Emphasized by Discussion Participants

This was one of the major issues voiced at the discussions. Participants in the discussions were asked outright, "If you had to choose, which would you rather have, somebody who has these people skills and basic skills or somebody who has the high-tech skills?" The majority said they would rather have employees with the people and basic skills (courtesy, good attitude, responsibility, reading and writing), and they would train new employees in the technology. In addition to courtesy, work attitude, and the basic skills of reading and writing, employers listed the ability to think and the ability to communicate ideas clearly as being important.

The need for training and the need for these skills provided a very lively discussion. Almost every employer present had something to say on this issue. Technical training was discussed; it is important, the employers agreed, but when asked which they really felt was most important, almost all said that they would take a recent graduate without experience who had the basic skills and the people skills including the right attitudes and work ethics.

Various participants cited studies saying that people who lost their jobs rarely lost them because of lack of technical ability, but rather because they lacked basic skills or communication skills or the proper work attitude. Employers also noted the difficulty of teaching these skills.

Technicians or Para-Professionals Needed

A number of employers mentioned the need for para-professionals or technicians with high school diplomas or A.A. degrees, that is, people who could assist engineers and scientists with appropriate scientific or technical training. Employers expressed an interest in finding such employees locally since they often have to go to the Washington area to find employees.

Sales Controversy

The written survey appeared to have some discrepancy or contradiction in its results about sales. On the one hand, sales was pointed out to be one of the jobs critical to the long range growth of industry. On the other hand, sales was one of the areas mentioned for employee displacement and considerable discussion took place.

Many employers pointed out that sales is an important area and that it is a very broad category. The term itself raises many questions. Sales can include customer needs analysis, selling, selling oneself, marketing, service, retail sales, and marketing in a high-tech environment. Employers pointed out that many businesses depend on high quality sales at all levels for survival.

Employers also discussed the need for training in sales, including the importance of communications and people skills. Again, this provided lively discussion.

Guest Kordos

challenge [illegible] trainers

The employers' candid comments and insights at these discussions presented a very clear and strong challenge to county educators and training professionals, as well as to the Employment Planning Council itself. Employers are asking something a little different of educational institutions than they are accustomed to providing. For example, in recent years schools traditionally have not included work ethics as part of the curriculum. Yet employers are asking education to produce employees who have basic skills, people skills, and good work ethics in addition to technological training.

There are important exceptions to this, of course, and they were pointed out in some of the discussions. The Vocational Education Center does provide specific training beyond the technical skills needed. In other words, they provide training in both the very precise skills of getting to work on time, as well as the broader skills of ethics and attitudes. All Employment Training Center programs include training in work skills and work ethic attitudes.

Other educational institutions are responding as well. For example, Howard Community College, as is true of many other colleges across the country, is in the beginning stages of considering a General Education Program. The purpose of this is to make sure that anyone who

graduates from Howard Community College with an A.A. degree has certain basic competencies. The competencies included in general education are some of the very things that were discussed in the breakfast meetings—the ability to think, the abilities to solve problems and to make decisions.

Another major challenge to educational and training institutions and to the county as a whole is the challenge of providing the technical training needed specifically for high-technology jobs and for high-technology aspects to all jobs. The equipment and resources needed to provide technological training are very expensive and are out-of-date almost as soon as they are purchased. It is going to be a major challenge for educational institutions to be able to obtain the kinds of resources, materials and equipment needed to provide high-tech training.

Who Will Provide Needed Training

One of the questions discussed was who will provide this needed training? Do employers want to train their own employees or do they want local educational institutions and agencies to provide the training? Certainly there is a need for both. As mentioned before, employers would like to hire people with all the basic skills, with good work attitudes, work ethics and the ability to think. They also want technical training; some would like to have local educational and training institutions provide this kind of training. This report includes a section which describes some of the training facilities and resources available right now in Howard County.

OJT

Many of these issues can be answered most effectively by on-the-job training (OJT) experience provided by educational and training institutions. For example, many businesses provide internships, cooperative education experiences and other kinds of experiences that allow students the opportunity to go into a work setting and practice their skills on a part-time basis before they have to actually go out and work. This is already being done in many different ways. The Vocational Education Center provides internships. The Employment Training Center provides many kinds of on-the-job training. Howard Community College has a Cooperative Education Program which gives students the opportunity for work experience that fits with their curricula. The public high schools have a variety of programs that provide such experiences. One of the results of the survey and the discussions was to see that all of these experiences could be vastly expanded in order to acquaint young people, in particular, with the world of work and to give them on-the-job training.

FUTURE DIRECTIONS

One of the big questions now for the Employment Planning Council and the community is where do we go from here? We have the survey results and the additional information from the employer discussions. What are we going to do with these results? The reason the survey was conducted was to provide the Employment Planning Council with information on technological changes and training needs so that this information could be provided to the community. Educational and training institutions and other organizations are already acting on survey findings.

The comments made by employers have been made available to the people who provide training. Educators are listening to what the employers had to say and they are taking it very seriously. On the one hand, some of the things that were said were not new and have been incorporated for some time in educational programs throughout the county. On the other hand, asking employers what they really want in employee skills is a new approach. The Employment Planning Council intends to continue the process of surveying county employers to monitor employment and training needs and lend direction to Council efforts.

New Channels of Communication

One valuable result of the survey was the increased communication among business leaders and members of the educational community and other county agencies. Participants were sorry to see the discussions end because the value so far exceeded the original purpose which was to present the results to survey participants and to solicit further comments from them. The level and value of discussions went far beyond these purposes by providing the new areas of communications. Nothing is more important to ensure that educational institutions meet the needs of business and the community than to have this kind of open communication.

HOWARD COUNTY TRAINING AND EDUCATION RESOURCES FOR BUSINESS AND RESIDENTS

HOWARD COUNTY EMPLOYMENT AND TRAINING CENTER

The Employment and Training Center offers a wide variety of training programs for local residents 16 years and older. These programs are in skill areas that are in demand and marketable in the local economy. The areas of disciplines range from computer-related fields to auto mechanics training, clerical, electronics, building trades, along with many more. As a prerequisite for any of the programs, the student must pass a pre-training curriculum, which includes assessment for aptitude and interest.

Also incorporated, as a facet of each curriculum, is employability development training, which incorporates interpersonal communication skill training, basic education, attitude awareness and work ethics. Programs are designed to address the needs of both the students and the business community.

The *Employment and Training Center* saves *Howard County employers hiring and training costs* while helping unemployed residents return to work in their local community.

I. On-The-Job Training (OJT)

- The employer selects the trainee who will be subject to all personnel rules and guidelines.
- The Employment and Training Center provides reimbursement for 50% of the training wage ($4/hr. minimum) for the term of the negotiated contract (one month to one year).
- Training can be provided on-site for specific job-related needs of the company. Successful completion of training should result in permanent jobs.

II. Targeted Jobs Tax Credit (TJTC)

- Employers can receive tax credits by hiring eligible employees.

50% credit of wages up to $6,000 first year = $3,000
25% credit of wages up to $6,000 second year = 1,500
Two-Year Credit Total $4,500/person

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HOWARD COMMUNITY COLLEGE

Howard Community College, a two-year coeducational institution located on a wooded campus in Columbia, Maryland, offers a full range of instructional programs and cultural arts events, student activities, and athletics. Students may select a course of study from nearly 30 transfer and career options in the liberal arts, science, health care, business, and technology. A faculty/student ratio of 1:23 allows HCC's students to receive individualized attention in small classes. The college is fully accredited by the Middle States Association of Colleges and Secondary Schools.

Type of Institution: Public two-year college

Fall 1983 Total Student Enrollment: 3,620
Male: 35% Full-time: 21%
Female: 65% Part-time: 79%

1984-85 Tuition and Mandatory Fees for County Residents:

Full-time (30 credits) tuition per year:	$840
Part-time cost per credit hour:	$ 30
Mandatory fees (FT) per year:	$ 60
Mandatory fees (PT) per year:	
1-5 credits	$ 20
6-10 credits	$ 40

Degrees or Awards Offered: Associate in Arts, Certificate

Calendar: Semester, Summer terms and January intersession available

Entry Requirements: Application and application fee, high school transcript or GED scores, transcripts from other colleges attended for transfer students, and institutional placement tests

Application Deadlines: Before the beginning of fall, intersession, spring, and summer terms

Grants, Scholarships, Loans and Other Financial Assistance Available:
Pell Grant, SEOG, CWS, GSL, NDSL, Nursing Loans, Maryland State Scholarships, HCC Student Assistance Program, HCC Educational Foundation Scholarships

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HOWARD COUNTY PUBLIC SCHOOL SYSTEM

The Howard County Public School System is committed to excellence. Howard County has gained considerable prominence on the national level with students receiving top honors in the Westinghouse Annual Science Talent Search, National Merit Scholarship and National Achievement Scholarship Programs, and the Century II Leadership Program.

The educational program is comprehensive with various teaching techniques and methodologies in use. The program offers courses for all students from the gifted and talented to the handicapped. The school system is committed to a philosophy that includes the mastery of basic skills by all students and the continued momentum toward excellence.

To assist students and parents in making choices, the guidance program includes career centers in each high school. Offerings in the career centers include: career information, college information, scholarship and financial aid information, military information, apprenticeship information, vocational/trade school information, leisure time activities, surveys and tests for aptitudes, interests, work priorities, job placement information, and work permits.

Vocational programs are availble to *all* high school students grades 10 through 12. Programs offered are: introduction to business, recordkeeping, accounting, typing, shorthand, office practice, business data processing, agriculture, air conditioning/refrigeration, appliance repair, auto mechanics, body and fender, carpentry, commercial art, cosmetology, diesel mechanics, drafting, electricity, electronics, food preparation and service, health services, horticulture, industrial building maintenance, machine shop, plumbing and heating, printing technology, service station, sheet metal, trowel trades, and welding. Students are eligible for supervised work experience during the senior year upon demonstrating mastery of skill in their program area.

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HOWARD COUNTY EMPLOYMENT AND TRAINING CENTER (continued)

- No limit on amount of total tax credit.
- Credit applies to full-time, part-time and temporary employees.
- TJTC eligible employees:
  Youth 18-24 years, economically disadvantaged
  Public Assistance recipients
  Handicapped
  Viet Nam Era Veterans, economically disadvantaged
  Supplemental Income recipients
- REMEMBER: Voucher *must* be completed *before* employee starts work.

III. Placement Services

- SAVE advertising costs by listing job vacancies with the Employment Center.
- The Employment Center will:
  Pre-screen applicants;
  Arrange interviews;
  Provide interview space.
- YOU, as the EMPLOYER: Interview and select employees at your discretion. *FREE.* For more information, please call: 992-2183.

HOWARD COMMUNITY COLLEGE (continued)

Division of Continuing Education

The concept of lifelong learning has added an exciting dimension to adult life. Through the college's Office of Continuing Education, county residents may enroll in a wide variety of credit and credit free courses which provide both professional upgrade and personal enrichment. These courses which include weekend college and international study tours are scheduled at the college, in public schools and at learning centers throughout the county. Call 992-4823.

Additional services from the Office of Continuing Education include the following:

– Business/Industry Programming

This office provides courses custom designed to match the job-related interests of county businesses and offered on-site for company employees. For a free consultation about courses in communication, motivation, time management, problem-solving, decision-making, leadership or any other business topic, call 992-4808.

– Career Programs/Community Development

This office responds to needs for initial licensure/certification in a field or for professional upgrade. Among the groups currently being served are: nurses, allied health personnel, real estate agents, police, security officers and florists. Continuing Education Units (CEU's) can be awarded. Call 964-4944.

– Basic Skills/Foreign-Born

With the benefit of federal, state and local funding, the college is able to offer free classes to county adults (16 years or older) not enrolled in a public school program. Classes which emphasize reading, communication, mathematical and social living skills are available to both native and foreign-born persons in schools, churches, libraries and other community centers. For more facts, call 964-4919.

HOWARD COUNTY PUBLIC SCHOOL SYSTEM (continued)

Follow-up studies show that approximately sixteen percent of the vocational graduates enter additional training/education and eighty-four percent enter the work force immediately following graduation. Most work in the field for which they trained.

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